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ABSTRACT

Instructional objectives of the Dade County Public Schools Quinmester Program in French for use with "Le Francais Courant: Part 5" focus on the development of mastery of the basic numbering system and other grammatical structures. Structures include the formation of the present tense of the irregular verbs "vouloir," "pouvoir," and "venir," adjectives preceding nouns, object pronouns, and demonstrative adjectives. Emphasis is placed on development of reading and writing skills. The contents of the guide include: (1) course description, (2) broad goals, (3) performance objectives, (4) course content, (5) suggested procedures, (6) materials available to complement the program, (7) sample evaluations, and (8) references. (RL)

ED 060763

LE FRANCAIS COURANT

Part V

7524.01

French

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COURSE DESCRIPTION

The students will converse with friends about everything learned to date. They will complete their learning of the basic numbering system. New structural items presented are the present tense of the irregular verbs vouloir, pouvoir and venir, adjectives preceding nouns, object pronouns, and demonstrative adjectives. Emphasis will be placed on reading and writing skills. This quin is designed for students who mastered the language described in 7523.04 or its equivalent.

7524.01

BROAD GOALS

A. To continue the development of the pupil's ability to understand French when spoken at normal tempo by further drill on sound discrimination, new arrangements based on everyday situations, and particularly understanding two natives speaking on topics within his range of experience.

B. To increase the pupil's fluency in speaking, with special emphasis on conversation and/or group discussion on topics within his range of development.

C. To give further opportunity to the pupil to read materials that recombine materials already learned audio-lingually and to increase his ability to read specially written materials that introduce new vocabulary and grammar progressively.

D. To lead the pupil from writing simple exercises requiring minimal structural changes into writing more challenging exercises such as dialog and paragraph rewrites.

E. To make the pupil more sensitive to the value system and behavior patterns of the French people by the appropriate use of French in culturally authentic situations and by the full use of visuals of all kinds to introduce the students in a modest way to the people whose language they are learning.

PERFORMANCE OBJECTIVES

These minimum skills will be attained by a majority of the students with a minimum proficiency of 70% unless otherwise specified.

A. Listening Skills - According to his levels of maturity and achievement, the pupil will:

1. Understand the target language spoken at normal tempo.

a. Given ten sentences containing third person forms of the verbs vouloir, venir, and pouvoir, the pupil will indicate by placing a check mark in the appropriate column whether the form he heard was singular or plural.

b. Given ten short monologs containing some phonological cue as to gender, the pupil will indicate whether the person spoken about is male or female.

c. Upon hearing ten sentences containing the numbers from 80 through 100, the pupil will choose the correct number from a group of three numbers which he has before him.

d. Upon hearing five sentences containing either venir plus the infinitive or venir de plus the infinitive, the pupil will place a checkmark in the appropriate column to indicate whether the action has happened or will happen.

2. Comprehend new arrangements of familiar content.

Upon hearing ten incomplete short sentences the pupil will decide from three suggested completions for each to whom the person is talking or where he intends to go.

3. Understand conversations based on known vocabulary.

a. Upon hearing five short dialogs based on known vocabulary followed by three statements about each, the pupil will

decide which statement is most likely according to information contained in the dialog.

b. Upon hearing a short dialog or telephone conversation two times and reading five questions based on what he has heard, the pupil will write short answers in French that are grammatically correct but not necessarily in complete sentences.

B. Speaking Skills - According to his levels of maturity and achievement, the pupil will in a manner acceptable to the teacher:

1. Imitate conversations at natural speed. Hearing a sentence on tape, the student will imitate the sounds, intonation, etc.

2. Discriminate among sounds and pronounce them.

a. Given five pairs on contrastive words for each of the following sounds, the pupil will indicate which sound he heard and reproduce it acceptably.

(a) ò̲e̲ versus o̲e̲

(b) ü̲ plus another vowel versus u̲ plus a vowel

(c) è versus ĕ

b. Given a list of ten words containing the sound of y̲ alone or in combination with another vowel the pupil will pronounce them.

c. Given five pairs of words contrasting the sound of ü̲ plus a vowel and u̲ plus a vowel the pupil will identify and reproduce the sound.

3. Speak understandably

Given a short dialog or monolog containing familiar material, the pupil will summarize.

4. Recognize structural or grammatical signals by applying them correctly in patterned drills.

a. Given a model sentence for a person-number substitution drill of ten items the pupil will repeat with the correct form of the verbs vouloir, pouvoir, or venir.

b. Given a model sentence containing some form of the adjectives joli, petit, grand, beau, nouveau, vieux, the pupil will repeat the sentence changing the form of the adjective to make it agree with a change in noun cue and also making all other necessary changes.

c. Given specific instructions the pupil will supply the correct form and position of the direct or indirect object pronouns.

d. Given ten questions to be answered affirmatively the pupil will respond with the correct use of oui or si.

e. Given a model sentence containing some form of the demonstrative article the pupil will respond with the correct form of the article in an item substitution drill of ten items.

5. Manipulate previously mastered conversations.

a. Hearing a question or remark by the teacher or another student, the pupil will participate in a more personal kind of communication by responding to such drills as the Free Response, Free Substitution, Directed Drills, or Rejoinders.

b. Given a situation similar to but varying in some way from the basic dialogs, the pupil will participate in short conversations with other pupils and/or the teacher within the framework of familiar vocabulary and structure.

C. Reading Skills - According to his levels of maturity and achievement, the pupil will:

1. Read orally with correct intonation and juncture.

   Given a short dialog consisting of new arrangements of familiar vocabulary and structures the pupil will read aloud with acceptable pronunciation, intonation and fluency.

2. Read with direct comprehension what has been mastered audiolingually.

   Upon reading five questions based on a short dialog that he has read, the pupil will respond orally in French or in English with the correct answer to at least four.

3. Read materials that recombine materials already learned audiolingually.

   Given a paragraph recombining known materials with objective type questions, the pupil will provide the correct answer for four out of six.

4. Read specially written materials that introduce new vocabulary and grammar progressively.

   Given a narrative varying in length from half a page to two pages and containing new cognates and a few new lexical items, the pupil will demonstrate his comprehension by responding orally in French or English to questions on the material.

D. Writing Skills - According to his levels of maturity and achievement, the pupil will:

1. Write exercises requiring minimal structural changes.

   a. Given a model sentence containing some form of the verbs <u>vouloir</u>, <u>pouvoir</u>, <u>venir</u>, the pupil will write the correct

form of the verb in a person-number substitution drill with 90% accuracy.

b. Given ten sentences the pupil will rewrite each and add the correct form of the adjectives joli, petit, grand, beau, nouveau, vieux making any other necessary changes.

2. Demonstrate limited self-expression by working only with parts of a sentence.

a. Given five sentences using a plural nouns with a demonstrative article, the pupil will rewrite the sentences changing the noun from plural to singular and making all other necessary changes.

b. Given ten sentences with noun objects the pupil will rewrite each sentence replacing the noun object with the correct pronoun and putting it in its proper place.

3. Write answers to oral questions or rejoinders to statements previously practiced.

Given written questions the pupil will write a rejoinder to each using the correct form of venir de plus the infinitive in each rejoinder.

4. Rewrite a paragraph changing one key structural element and making all other consequent necessary changes.

Given a short paragraph made up of known structural and lexical elements and with all the verbs in one person, the pupil will rewrite the paragraph changing all verbs to a different person and making all other necessary changes.

E. Values and behavior patterns of the French culture

1. The pupil will demonstrate a recognition of the similarities and differences between his culture and the French culture with particular reference to the telephone system and its use, the French monetary system, and shopping expeditions.
2. The pupil will demonstrate a basic knowledge of the educational system of France as evidenced by participation in group discussions.

F. Attitudes - The pupil will:

1. Cite five reasons for studying a foreign language.
2. Speak with a positive attitude in discussion groups regarding culture/history/contemporary society, etc. of the target society.
3. Pursue actively extra curricular activities such as language clubs, pen pals, and research projects.
4. Register for another course in French.

COURSE CONTENT

A. Lexical items

These lexical items are classified according to their grammatical use and are listed in alphabetical order. The unit in which it is found is also indicated along with an "S" for those items which appear is the Supplement as opposed to the Basic Dialog. A shorter separate list will be found at the end for those new words and cognates in the narratives.

1. Nouns

Masculine	Feminine
l'appareil----11	les affaires--------12S
l'argent------12S	la chaise----------11S
le chemisier--12S	la chaussure--------12S
le coiffeur---11S	la chemise----------12S
le complet----12S	la conversation-----11
le divan------11S	la couleur----------12S
le docteur----11S	la cuisinière-------11S
le droit------11	l'écharpe-----------12
l'électricien-11S	la femme de ménage--11S
le fauteuil---11S	la journée----------11
le foulard---11 (footnote)	la jupe-------------12S
le franc------12	la machine à laver--11S
le frigidaire-11	la note-------------11
le gant-------12S	la paire------------12S
l'imperméable-12S	la robe-------------12S
le magasin----12	la table------------11S
le manteau----12	la veste------------12
le meuble-----11S	
le pantalon---12S	
le pardessus--12S	
le plombier---11S	
le pull-over--12S	
le téléphone--11	
le vendeur----12	
le vêtement---12	

Adjectives

amoureux, -euse --11	gris, -e ------------12
astronomique -----11	jaune --------------12
autre ------------12	jeune ---------------11S
beau, belle ------11S	long, longue --------12
blanc, blanche ---12S	marron (invariable) -12S
bleu, -e ---------12S	noir, -e ------------12
cher, chère ------12	nouveau -------------11

court, -e --------12S	petit, -e ----------11S
formidable -------12	ridicule -----------11
gentil, gentille--11	rouge --------------12S
grand, -e --------11	vert, -e -----------12S
	vieux --------------11

Unit 12 also contains all cardinal numbers from 80 through 100.

These may be used as nouns or adjectives.

3. Verbs

coûter ------------12
désirer -----------12
emprunter ---------12
marcher -----------11S
montrer -----------11
poser -------------11
pouvoir -----------11
prêter ------------12
quitter -----------11
raconter ----------11
rendre ------------12
retéléphoner -------11
revenir -----------12
téléphoner ---------11
venir -------------12
vouloir -----------11

4. Pronouns

lui ---------------11G
leur --------------11G
me ----------------12G
te ----------------12G
nous --------------12G
vous --------------12G

5. Prepositions

chez --------------11S
comme -------------11S

6. Articles

ce, cet, cette, ces -12

7. Special expressions

de quelle couleur est ____?	12
faire des courses vs. faire les courses	12
marcher (le téléphone ____)	11
ne quittez pas	11
prêter vs. emprunter (emprunter à not de)	12

Qui est a l'appareil? 11
Qu'est-ce que les Pascal ont comme meubles? 11

8. Supplementary list from narratives

New Words **Cognates**

Nouns

masculine		masculine		feminine	
le coup de téléphone	11	l'aéroport	12	la multiplication	11
le mot	12	le café	12	la moustache	12
le proviseur	12	le dollar	12		
la ville	12	l'extérieur	12		
		les Indiens	11		
		le menu	12		

Verbs

casser	11	assurer	12
servir	12	changer	12
		hésiter	12
		imaginer	11

Adjectives

vide	12	complet	12
		important	11
		possible	11
		terrible	11
		réservée	12

Adverbs

heureusement	12

Expressions

de toute façon	11	au centre de	12
c'est pour ça (que)	11		

B. Structural items

Unit 11

1. vouloir present tense

   pouvoir

   a. following verbs in the infinitive form

   b. polite use of je voudrais

2. adjectives before the noun--jeune, joli, petit, grand

   a. obligatory liaison when called for

   b. use of the indefinite article de rather than des when adjective precedes a plural noun

3. other adjectives before the noun: beau, nouveau, vieux

   a. special form for a masculine singular noun beginning with a vowel

   b. no special form in the plural

   c. those ending in -eau add -x to form the plural

4. indirect object pronouns lui, leur

   a. rules governing position

   b. neither pronoun indicates gender

   c. most verbs of communication take an indirect object in French (demander, répondre, dire, etc.)

Unit 12

1. demonstrative articles:

   a. use of special form cet before a masculine singular noun beginning with a vowel

   b. lack of contrast between this and that, these and those as in English

   c. use of -là to emphasize the notion of a particular one

2. review of all articles in French

3. use of si to answer a negative question in the affirmative

4. venir present tense

5. idiomatic use of venir de plus the infinitive

6. first and second person object pronouns: me, te, nous, vous

   a. used as both direct and indirect objects.

   b. use of moi in the affirmative imperative.

C. Phonological items

It should be noted here that the sound symbols used in this outline are those of the text and not those of the international phonetic alphabet.

Unit 11

1. sound of (y) as in fille

2. contrast of (ò̀e) as in soeur with (ó̀e) as in veux

3. sound of (y) in combination with another vowel

4. sound of (ü) in combination with another vowel contrasted with (u) in combination with another vowel.

   es. lui--Louis

5. lack of sound of the l in the word gentil

6. contrast between vieille and fauteuil.

7. consonant sound present in the third person plural forms of vouloir and pouvoir as opposed to the lack of it in the singular.

8. liaison is obligatory with adjectives that precede the noun

9. liaison sound for the letter d is (t) and for x is (z).

Unit 12

1. pronunciation of final consonant sound

2. contrast of (è̀) with (é̀)

3. contrast between (yɛ̃ and (yɛ̀n) as in vient and viennent,

4. sound of (r) before or after another consonant

5. many adjectives have a final consonant sound in the feminine which is not present in the masculine, as in long-longue

6. pronunciation of final r in cher

7. the t in vingt is not pronounced in numerals from quatre-vingt-un through quatre-vingt-dix-neuf

8. obligatory liaison with articles

SUGGESTED PROCEDURES

Teachers who are already familiar with the audio-lingual approach will have no serious problems with teaching this course. However, those who have used the First Edition of the ALM materials should be aware of certain significant differences in the Second Edition on which this outline is based. It seems worthwhile at this point to outline these modifications, although the teacher should read very carefully all the material in the Introduction to the Teacher's Edition.

1. No provision for a lengthy pre-reading period in early units.
2. Much more systematic and complete treatment of pronunciation.
3. More emphasis on the students' ability to <u>use</u> new material.
4. Explanation of grammatical principles before beginning extensive drill practice.
5. Special listening-comprehension exercises for students.
6. Much better controlled development of the speaking skill.
7. Earlier and more systematic development of the reading skill.
8. Considerable increase in writing practice.
9. More attention to culture by the inclusion of many illustrations throughout the text as well as by an 18-page, full-color pictorial section and by a set of accompanying filmstrips.

The general procedures for this course are the same as those for any other audio-lingual course, but it is important that <u>all</u> teachers, whether familiar with the method or not, study the Introduction found in the Teacher's Edition of the Second Edition. It will perhaps suggest new ideas for teaching specific items, it will present a sample lesson plan, it will give you the format and suggestions for the use of the recorded materials that accompany the text. There is also a very complete

section which contains suggested procedures for the introduction of each new structure with some additional structure drills. For those classes making use of the recorded materials, the complete text of the 227 listening and speaking exercises is included as well as an Audio Index and a Key to the Pronunciation Exercises.

It is highly recommended that the teacher make use of all materials that implement this program to make it a really complete one. All these items are listed separately.

MATERIALS AVAILABLE TO COMPLEMENT THE PROGRAM

A. Student materials

1. Student textbook - ALM French, Level I, Second Edition

2. Exercise Book - includes writing exercises to supplement those in the text as well as the necessary response forms for all Listening and Speaking Exercises of the recorded program.

3. Student Practice Record Set containing the Basic Dialog and Supplement for each unit.

4. Student Test Booklet - listening-reading-writing tests to be administered after each unit beginning with Unit 2, additional tests called mid-year (after Unit 7) and final (after Unit 15), and score sheets for speaking tests.

B. Teacher materials

1. Teacher's Edition of textbook

2. Cue Cards - not only reproduce dialogs, supplements, and structure drills but also complete suggestions for the presentation of each new structure.

3. Dialog Posters

4. Supplement Posters

5. Recorded Materials on tape or record

   a. All Basic Dialogs

   b. All Supplements

   c. Almost all Structure Drills

   d. Dialogs and Narratives of the Recombination Material

   e. All Listening and Speaking Exercises

   f. Separate Testing Tape Set including listening and speaking portions of each unit test.

6. Teacher's Test Manual

7. Set of sound filmstrips

All of these materials are available from Harcourt, Brace and World, Inc., New York.

SAMPLE EVALUATIONS

It is highly recommended that the teacher make use of the prepared tests that accompany the text and help to make up the complete program, but if this is not feasible, the following samples will suggest possibilities for each skill.

A. Listening Skill - Performance objective A2

The students will hear a series of sentences followed by three possible completions for each. They will mark on their paper the letters a, b, or c to indicate which is the most likely completion to what they have heard.

1. La cuisinière ne marche pas. Je vais téléphoner
   a. au plombier
   b. à l'électricien
   c. à la femme de ménage
2. Quand Jean attend une lettre de son amie Marie, il attend
   a. le coiffeur
   b. le garagiste
   c. le facteur
3. Brigitte va dans un magasin de vêtements pour
   a. faire des courses
   b. faire les courses
   c. faire la vaisselle
4. Nous n'avons plus de beurre. Ma mère va
   a. prêter du beurre à Mme. Dupont.
   b. emprunter du beurre à Mme. Dupont.
   c. Vendre du beurre à Mme. Dupont.

5. J'aime bien cette robe, mais elle est

   a. trop court

   b. trop petit

   c. trop grande

B. Speaking Skill - Performance objective B4b

Double item substitution for adjectives.

1. Nous avons un beau bateau.

   _____ voitures.

   _____ vieilles _____

   _____ fauteuils.

   _____ nouveaux _____

   _____ appartement.

   _____ grand _____

   _____ table .

   _____ jolie _____

   _____ amies .

   _____ petites _____

C. Reading Skill - Performance objective C3

The students will read a short paragraph consisting of familiar structure and vocabulary and then will respond to a series of short true-false questions based on what they have read.

Mon amie Claudine et moi, nous allons souvent dans les magasins de vêtements, parce que nous aimons faire des courses. Aujourd'hui nous regardons les jolies robes parce que nous allons a une surprise-partie samedi soir. Claudine trouve une belle robe verte, mais elle est vraiment trop longue. Elle décide d'acheter une robe bleue, mais elle est très chère. Enfin, elle trouve une robe blanche qui est très jolie. Elle n'a pas de chaussures blanches et elle me demande de lui prêter mes chaussures mais je lui dis que je ne prête jamais mes affaires et nous discutons un peu. Après tout ca, moi, je trouve une jupe très chic que je veux acheter, mais je n'ai plus d'argent. Je demande à Claudine de me prêter quelques francs, mais elle me dit qu'elle ne prête jamais ses

affaires, elle non plus! Quand nous finissons nos courses, nous décidons d'aller chez Claudine pour regarder un vieux film d'amour à la télévision, mais quand nous arrivons, son petit frère est en train de regarder un western italien. La télé ne marche pas très bien, son petit frère est plutôt énervant, son grand frère joue de la guitare, et je rentre après une demi-heure.

1. Claudine et son amie vont dans les magasins de vêtements parce qu'elles aiment faire les courses.
2. Claudine ne peut pas trouver une robe verte.
3. Son amie veut prêter des chaussures à Claudine.
4. Son amie veut emprunter de l'argent à Claudine.
5. Les deux jeunes filles veulent regarder un western à la télé.
6. Son amie ne reste pas une heure chez Claudine.

D. Writing Skill - Performance objective D2b

Rewrite each of the following sentences replacing all noun objects with the correct pronoun and putting it in its proper place.

1. Je n'écris pas souvent à mes cousins.
2. Voulez-vous voir le film américain?
3. Je ne vais pas attendre mes amis.
4. Ils veulent aller voir la Tour Eiffel.
5. Mon frère est en train d'écouter ses disques.
6. Je vais téléphoner à Brigitte et a Luc ce soir.
7. Ne donnez pas le cadeau à votre ami.
8. Répondez au professeur.
9. Racontez cette histoire à tous les garcons.
10. Je voudrais montrer mes devoirs à mon père.

E. Culture - Performance objective E1

Write a paragraph describing the French telephone organization, pointing out distinctive differences and similarities.

F. Attitude - Performance objective F2, 3, 4

This is difficult to evaluate except for the pupils' active interest in the language in all its phases and in the people who speak it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying French and perhaps the best way to evaluate this would by by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in discussion groups			Seeks projects			Is member of language club			Does research			Registers for another French class		
	10/10			11/1			3/2						1/10		
1. Jones, Mary	✓			E			✓						✓		

Key

E - excellent

✓ - acceptable

— unacceptable

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